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ABSTRACT

Presenting narrative and tabular data re: American Indians and the Johnson-O'Malley Program, this 1972 annual report includes the following: an introduction to the JOM Program; 1972 program participation by states and districts; an historical synopsis of the JOM Program; a map of the JOM administrative areas; a flow chart depicting JOM organization; a list of state directors of Indian education (addresses and phone numbers); a list of area office education (JOM) representatives (names, addresses, and phone numbers); JOM contracts with state departments of education (contract descriptions for Alaska, Arizona, California, Idaho, Michigan, Minnesota, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Washington, Wisconsin, and Wyoming); JOM program contracts with school districts (contract descriptions for Colorado, Florida, Iowa, Kansas, Mississippi, Oregon, and Utah); JOM contracts for peripheral dormitories; an appendix (statistical data re: total JOM supported enrollment, total JOM expenditures, and total JOM expenditures and enrollment; JOM Act of April 16, 1934 as amended by the Act of June 4, 1936; excerpts from Public Law 81-874 relevant to the public school education of American Indians; JOM student statistical summary report for fiscal years 1966 through 1972; and school district analysis, 1971-72). (JC)

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Johnson-O'Malley

Annual Report
FY 1972

R00696 95

UNITED STATES DEPARTMENT OF THE INTERIOR

Rogers C. B. Morton, Secretary

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JOHNSON-O'MALLEY ANNUAL REPORT

FISCAL YEAR 1972

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INTRODUCTION

The Bureau of Indian Affairs endeavors to see that every Indian child receives all the educational opportunities to which he is entitled as a citizen of the United States. Indian children attend Federal, private, and mission schools. In Fiscal Year 1971, there were 109,174 Indian students, ages 5 to 18 years, inclusive, enrolled in these schools in the United States. Of the 134,017 enrolled in public schools, 80,323 received some assistance from the Johnson-O'Malley Program.

In 1970, the Bureau entered into contracts with 13 States and 10 school districts in five other States and five Indian organizations for four states and one district. In addition to these, aid was provided through contracts for the education of 3,400 students living in dormitories operated by the Bureau of Indian Affairs in towns bordering the Navajo Reservation, and in Alaska.

Some of the emphasis of the program are:

(1) Encourage and assist parent participation in the education of their children by:

   (a) Providing funds for parental costs such as lunches, activity fees, physical education, supplies, rental of musical instruments, etc., for those children from impoverished homes.

   (b) Training of Indian parents for participation in school affairs. Several states have conducted such training programs, and Indian parents generally have become more interested in and knowledgeable about the school programs in which their children are enrolled.

   (c) The employment of home-school coordinators, usually people of Indian descent, to work with Indian parents and the school in bringing about a closer relationship and a better understanding between the Indian community and the school.

(2) Qualified Indian groups have, in North Dakota, South Dakota, Nebraska, and New Mexico, taken contracts for the administration of JOM funds. This places responsibility for payment to school districts squarely on Indian groups, and requires them to have full knowledge of the programs approved in the school districts for which they have the contract.

(3) Provision of special services for Indian students, including counselors, art, music, reading and language specialists, teacher aides, who are Indian speaking, etc.

(4) Providing programs that bring about a better understanding and appreciation of Indian values and contributions.

(5) Increased secondary school opportunities for Alaskan students through the regional dormitory and boarding home program.

(6) Providing of supplementary funds for summer programs.

(7) The establishment of additional Area field positions who devote full time to the education of Indian children in public schools.

(8) Provision of a kindergarten program for Indian children enrolled in school districts in which kindergarten is not part of the regular program.

STATES AND DISTRICTS

States	Peripheral	Districts
1971= (12)	(8)	(11)
Alaska	Arizona	Colorado
Arizona	Flagstaff	Cortez-Montezuma
California	Holbrook	Ignacio
Idaho	Snowflake	
Michigan	Winslow	Florida
Minnesota		Brown #6
Montana	New Mexico	Collier #11
Nevada	Albuquerque	Glades #22
*New Mexico	Aztec	Hendry #26
Oklahoma	Gallup	
Wisconsin		Kansas
Wyoming	Utah	Mayetta
	Richfield	Powhattan
		Oregon
		Pelitton
		Iowa
		Tama
		Mississippi
		Jones County

Tribal Contracts

Nebraska
North Dakota
South Dakota
*New Mexico (Albuquerque)
Oregon - Warm Springs

1971 - State of New Mexico under one (1) state contract

*1972 - State of New Mexico under two (2) contracts

1. New Mexico State Department of Education and Navajo Area Office for seven (7) districts in Navajoland.

2. Albuquerque Area Office contracted with the All Indian Pueblo Council, Inc. for twenty-two (22) tribes: Canoncita Navajo, Jicarilla, and Mescalero Apaches, and nineteen (19) Pueblo Councils.

HISTORICAL SYNOPSIS - JOHNSON-O'MALLEY PROGRAM

Educational Responsibility

The initial relationship of the American Indian to the Federal Government was that of Nation to Nation. Recognition of this unique status was historically documented through ensuing formal agreements or treaties between various Indian Nations and the Federal Government. The Federal Government, in response to specifically documented treaties or through voluntarily assumed moral responsibility, began in the early part of the 19th century to make provisions for Indian education, utilizing established sectarian schools or, in some cases, Federally operated institutions. Such Federal and religiously oriented educational efforts predate the statehood of the majority of States, with American Indians generally being considered pseudo-citizens, residing on unorganized territory.

In 1871, Congress discontinued the policy of entering into treaty agreements with Indian tribes. For the next half century the Federal Government continued to assume the major responsibility for Indian education through the actual operation of Government schools or by paying the equivalent of "non-resident" tuition to public school districts enrolling Indian children. This early effort was implemented by legislative authority contained in the Bureau of Indian Affairs Appropriation Act of February 14, 1920. Regulations adopted in that Act are still nominally in effect as Part 33, Title 25-Indians, Code of Federal Regulations, although superseded in practice by regulations and criteria established under the authority of the Johnson-O'Malley Act. By and large, the education endeavor of the Bureau of Indian Affairs during this period focused primarily on Indian reservations which were surrounded by land in public domain or territorial status.

The transition of the responsibility for Indian education from the Federal Government to the individual States is a direct result of two basic factors: (1) the organization into States of all lands within the Continental United States formerly in territorial status, each State recognizing in its constitution or enabling legislation the responsibility to equally provide educational opportunities for all State citizens; and (2) the Citizenship Act of 1924 granting American citizenship to all Indians residing within the Continental United States. Therefore, legally, by virtue of Indian citizenship and Indian responsibility for the education of the American Indian is primarily that of each State and local school district therein.

The changing status of Indian education resulting from the two factors did not alleviate or remove the financial problems stemming from the tax-exempt status of Indian-owned lands held in Federal trust. Treaties or agreements exempting Indian-owned lands from taxation curtail the tax base of those school districts containing large tracts of such lands. Particularly affected are school districts that historically finance local education largely through real property taxes, a practice currently in effect in several States.

Although the legal responsibility of equality in education for America's children, regardless of race, color or creed, rests within the respective States, and is so recognized in the basic laws of most States, the Federal Government also recognizes its responsibility for assisting States under certain circumstances. The Code of Federal Regulations, Title 25, Chapter 1, Part 33, Section 33.4, provides authority to expend Federal funds, under authority of the Johnson-O'Malley Act of April 16, 1934, as amended, by the act of June 4, 1936, "to accommodate unmet financial needs of school districts related to the presence of large blocks of non-taxable Indian-owned property in the district, and relatively large numbers of Indian children which create situations which local funds are inadequate to meet."

Aid under the Johnson-O'Malley Act is provided on the basis of need as approved by Congress in Senate Report 1941 (1951 Appropriation Bill).

Prior to 1958, the Johnson-O'Malley Program was a basic Federal aid program specifically designed to assist public school districts to educate Indian children from reservations and other Indian-owned, tax-exempt land areas. On August 12, 1958, Public Law 81-874, administered through the Department of Health, Education, and Welfare, providing financial assistance to public schools, was amended to include assistance for educating Indian children.1/ This broader-based Federal aid program met most of the basic financial needs of eligible school districts. Subsequently, the Johnson-O'Malley Program became primarily a supplemental aid program geared to offset the financial deficit of unmet extraordinary and exceptional cases of need.

Johnson-O'Malley funds are made available to States based on separate plans negotiated between the Bureau of Indian Affairs and the respective States, tribal corporations, or school districts, for the express purpose of supplemental Federal assistance for educating Indian children in public schools. These funds, in turn, are administered by the States or tribal corporations to local school districts.

The Bureau of Indian Affairs takes the position that when financial hardship is caused by large areas of tax-exempt, Indian-owned land

and Indian children in a district, financial assistance may be given to the State to enable it to fulfill its responsibility for the education of Indian children. In determining what constitutes hardship, the Federal Government looks (a) to the sources from which Indians are directly and indirectly contributing. From this information, if it develops that a burden does exist because of inadequate tax base resulting from Indian-owned lands, a plan, operable within the framework of both State and Federal laws, for financially assisting the local districts in distress, is developed jointly by the Bureau of Indian Affairs and each respective State or tribal corporation entitled to assistance from the Bureau. This plan is the basis for determining amounts paid to the contracting agency and the distribution of these funds to the districts. By virtue of the fact that there exists no uniformity of State school laws, of State standards such as teachers' salaries, of sources of wealth, and of a multitude of other pertinent factors, plans for agencies receiving financial assistance are not uniformly drawn. Indian impact varies also from State to State. It can be expected that States with larger proportions of Indian population to their total population and larger areas of nontaxable, Indian-owned lands to the total land areas will experience greater burdens and thus receive more assistance than States with lesser impact.

It is readily apparent that it is incumbent upon the Bureau of Indian Affairs to assure that expenditure of these funds avoid duplication of payment for the same operational needs and services. Yet, it is equally important that this Bureau assure that needy, eligible Indian children enjoy the same benefits as other children receiving the same State standards of public school instruction and training, transportation, books, supplies, school activities, and nutritious lunches which otherwise normally would be paid for by financially able parents through taxation or directly.

California was the first State with which the Bureau entered into a Johnson-O'Malley Act contract, in Fiscal Year 1935. At the present time, the Bureau through the Area Directors contracts for services with the United Tribes of North Dakota, the United Sioux Tribes of South Dakota, Nebraska Indian Inter-Tribal Development Corporation, the All-Indian Pueblo Council of New Mexico, and with school districts in other States. Tribal groups in other States are considering the advisability of contracting to administrative Johnson-O'Malley funds.

Since eligibility to receive Johnson-O'Malley Act funds is based on actual need and other qualifying criteria, not all Indian students attending public schools are affected by this Act. Many Indian children attending public schools throughout the Nation do so without Federal aid through Johnson-O'Malley legislation.

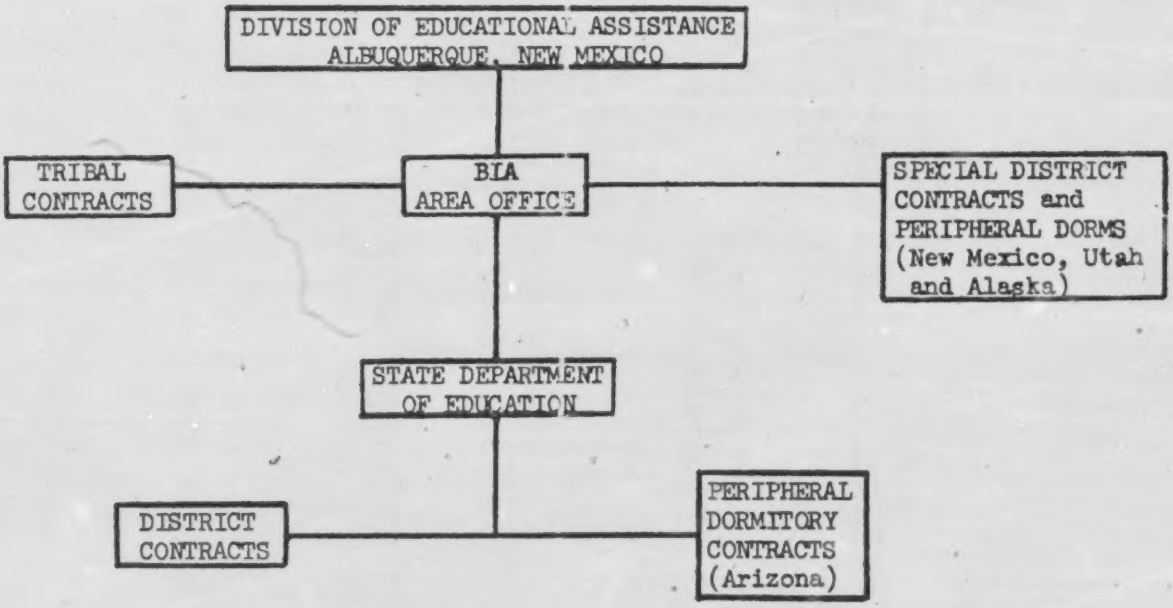
Though appreciative of the increasing numbers of Indians attending public schools, the Bureau continues to operate both day and boarding Federal schools in areas where public and private schools are lacking, inaccessible, or not geared to meet the needs of Indian students.

Over half of those Indian students enrolled attend public schools; approximately one-third of them attend Federal schools; and the remainder are in Mission and other private schools. Although only a small number of Indian children are now enrolled in schools operated by tribal corporations, this number will grow as Indian people gain expertise in educational matters.

1/ Public Law 81-874. See Appendix

BUREAU OF INDIAN AFFAIRS
ADMINISTRATIVE AREAS

ORGANIZATIONAL FLOW: JOM PROGRAM


DIVISION OF EDUCATIONAL ASSISTANCE
ALBUQUERQUE, NEW MEXICO
TRIBAL CONTRACTS
BIA AREA OFFICE
SPECIAL DISTRICT CONTRACTS and PERIPHERAL DORMS (New Mexico, Utah and Alaska)
STATE DEPARTMENT OF EDUCATION
DISTRICT CONTRACTS
PERIPHERAL DORMITORY CONTRACTS (Arizona)

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Portland Area Office Post Office Box 3785 Portland, Oregon 97208	Idaho Washington Oregon	Roy Stern 503-234-4277 (4278)
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Seminole Agency 6075 Stirling Road Hollywood, Florida 33024	Florida	Duane Moxon 305-350-7297

JOHNSON-O'MALLEY PROGRAM CONTRACTS

WITH

STATE DEPARTMENTS OF EDUCATION

ALASKA

The Territory of Alaska negotiated a $52,900 contract in 1952 to participate in the Johnson-O'Malley Program. The contract involved one school district containing five schools, with one hundred and fifty-six Native children enrolled. The program has continued and expanded in that the 1970 JOM contract totaled $3,505,000, including eight school districts enrolling 2,851 Native children. The 1971 enrollment figure is expected to reach 3,000.

The personnel of the Bureau of Indian Affairs and of the State Department of Education have cooperated over the years in affecting the transfer of Bureau-operated schools to State management and operation. The State plan schedule is for a gradual consolidation of State and BIA-operated schools into a single State system.

Two Johnson-O'Malley programs--the Regional High School Dormitory Program and the Boarding Home Program--help provide rural Alaskan High School Dormitory Program is very popular with educators, parents, and students and has enrolled over 400 students in three locations. To meet a rapidly increasing number of applicants, construction of another dormitory is under way and two others are in the planning stage.

To meet the present demand for attending high school, a Boarding Home Program was initiated in 1966 and now has nearly 984 students enrolled. This program is meeting a present-day need in educating Alaska's rural youth.

Johnson-O'Malley funds are also used to supplement needy schools with educational programs for the Native Alaskan students. These funds are used for special programs such as home counselors, kindergartens, reading specialists, school coordinators, teacher aides, special teacher-training programs, and other programs deemed necessary by the schools of Alaska.

ALASKA

(including District contract figures)

Fiscal Year	Contract Amount	No. Students
1952	$ 52,920	156
1953	118,734	411
1954	237,205	639
1955	268,385	621
1956	349,370	602
1957	498,740	605
1958	490,811	743
1959	521,139	1,181
1960	539,877	1,648
1961	501,252	1,685
1962	587,[illegible]95	1,654
1963	599,441	1,393
1964	599,441	1,475
1965	600,016	1,311
1966	610,340	922
1967	937,351	1,428
1968	930,800	1,349
1969	1,492,600	1,942
1970	2,594,000	2,851
1971	3,505,000	4,017
1972	3,750,000	4,532

ARIZONA

Since the State of Arizona boasts a large Indian population, it has been actively involved with the Johnson-O'Malley Program since its inception. The first contract was for $33,000 with 553 Indian students participating for the year 1939. Prior to the 1939 contract, agreements were made with individual school districts.

Although the law does not spell out the Congressional intent of the Johnson-O'Malley legislation, the Bureau has held that Johnson-O'Malley financial assistance for the education of Indian children is supplemental in nature and should be limited to meeting financial needs after all other resources have been exhausted.

The regulations promulgated by the Secretary of the Interior for carrying out the Johnson-O'Malley program are set forth in 25, CFR, 33.4, provide in part, that:

> "(b) The program will be administered to accommodate unmet financial needs of school districts related to the presence of large blocks of nontaxable Indian-owned property in the district and relatively large numbers of Indian children which create situations which local funds are inadequate to meet. This Federal assistance program shall be based on the need of the district for supplemental funds to maintain an adequate school after evidence of a reasonable tax effort and receipt of all other aids to the district without reflection on the status of Indian children."

Also, it should be noted that during the 1969 appropriation hearings before the Sub-committee on Department of the Interior and Related Agencies, House Committee on Appropriations, Bureau officials were asked to place in the record the Bureau's legal position concerning the responsibility for educating the Navajo Indian children on the reservation and for Johnson-O'Malley payments to Arizona. The information that the Bureau inserted in the record reads, in part, as follows:

> "EDUCATION A STATE RIGHT AND RESPONSIBILITY"
>
> "Thus the Bureau of Indian Affairs takes the position that the Indian child, as a citizen of the State, has a right to the same education program as the State provides for other citizen children. This is in keeping with the basic concept in this country; namely, that education is a responsibility of the State. The State of Arizona in Article XX, section 7 of its constitution, has the same legal basis for this concept through 'Provision shall be made by law for the establishment and maintenance of a system of public schools which shall be open to all children of the State and be free from sectarian control, and said schools shall always be conducted in English.'"

During the annual budget presentations before the congressional appropriations committees, the Bureau has repeatedly stated the Johnson-O'Malley funds were used to assist school districts in which the tax-free status of Indian lands had created "unmanageable financial problems after all other financial resources to the district have been exhausted."

The Bureau stated that Johnson-O'Malley funds were provided to school districts (1) located on Indian reservations, which had little or no local tax resources and which were unable to operate at acceptable State standards without assistance over and above their entitlement under Public Law 874, (2) for other extraordinary or exceptional circumstances, after all other aids had been fully exhausted, and (3) to meet the full per capita costs for education of Navajo children living in Federal dormitories in school districts of which they were not residents.

The constitution of the State of Arizona, like other states does provide state responsibility for the education of its citizens. This, however, does not preclude the Federal Government from making heavy investments in education.

Federal policy has been and continues to be, to shift the basic responsibility to states for the education of Indian children. The Johnson-O'Malley Act program has contributed greatly toward that goal in the State of Arizona. The development of local school districts on reservations and the operation of these schools, largely by Indian school boards would not have been possible without Federal aid and flexibility in administering the Johnson-O'Malley Act program.

Our present Johnson-O'Malley Plan signed October 6, 1969, by a representative of the Bureau of Indian Affairs, and August 26, 1969, by the Superintendent of Public Instruction for the State Board of Education, State of Arizona is an effective instrument to define an objective basis on which Johnson-O'Malley funds may be programed to eligible school districts.

ARIZONA
(including District contract figures)

Fiscal Year	Contract Amount	No. Students
1939	$33,000	553
1940	38,242	598
1941	41,715	547
1942	39,635	712
1943	39,635	767
1944	41,715	839
1945	45,952	1,051
1946	45,952	1,261
1947	50,000	1,471
1948	50,000	1,560
1949	54,930	1,885
1950	103,417	2,500
1951	179,942	3,024
1952	180,042	3,526
1953	187,542	3,365
1954	252,008	3,264
1955	287,577	2,556
1956	1,180,135	3,825
1957	1,556,892	4,502
1958	1,342,930	5,029
1959	1,382,114	5,917
1960	1,000,000	7,352
1961	1,164,000	7,928
1962	1,904,000	7,999
1963	2,257,000	9,383
1964	2,354,680	9,593
1965	2,540,000	10,752
1966	2,906,145	11,468
1967	3,043,355	11,976
1968	3,012,411	12,765
1969	3,379,455	13,605
1970	3,668,843	14,322
1971	3,815,000	16,366
1972	3,750,000	17,613

CALIFORNIA

California, in 1935, was one of the first States to participate in the Johnson-O'Malley Program with an initial contract for $193,000 to include 429 districts. The number of Indian students participating in the program at that time is unrecorded but in 1935 there were 3,525 Indian children enrolled in all California public schools. Prior to 1947, enrollment data included all Indian children and did not specifically identify those assisted by Johnson-O'Malley. The 1947 Annual Report showed 2,225 Indian children being assisted by the program.

For a number of years, California received $318,000 annually in Johnson-O'Malley funds. In 1953, an annual reduction of $50,000 a year was started until the program was completely discontinued in 1958. The apparent reasons for the withdrawal are found in the combination of circumstances that existed in California and the Nation at that time.

During the late 1940s and early 1950s, the Bureau of Indian Affairs began to come under an increasing attack on its alleged lack of success with Nationwide Indian Problems. Congress, acting through the Interior Appropriations Committee, began to express this dissatisfaction by applying pressure on the Bureau to withdraw services to American Indians. Thus, the Bureau was in the position of having to cut back its services to American Indians at a time when these services were, in actuality, in need of expansion. A publication brought out in 1952 stated that California Indians had the third highest median income per family among the hundreds of Indian groups in America. Naturally, it was decided to cut back where the need for services was believed to be the least--among California Indians. California terminated its Johnson-O'Malley contract on June 30, 1958, as the Indian participation had dwindled to 503 students predicated on a constant decrease in Federal appropriations.

In 1968, the Bureau of Indian Affairs contracted a study of Educational opportunities of Indian children in eight California counties. Visitation was made to seven county offices and fifteen schools. An interviewer talked to school personnel, other officials, Indian leaders, and local Indian about the needs of Indians in general and the problems of Indian children in particular. After a very thorough study of all conditions affecting Indian education in California, it was recommended that the Johnson-O'Malley Program be reinstated.

In Fiscal Year 1970, $35,000 was provided by the Bureau of Indian Affairs to the California State Department of Education to establish an Indian education unit. The unit was staffed by a resource specialist and provided supportive services as necessary to pursue the unit's mission. In 1971, the contract is for $130,000 to implement the Johnson-O'Malley State Plan for California to service the needs of approximately 530 Indian students. There was no basic support, the entire thrust of the Program was in Special Programs.

CALIFORNIA

Fiscal Year	Contract Amount	No. Students
1935	$193,330	3,525
1936	193,330	3,505
1937	189,952	3,642
1938	174,839	2,821
1939	174,889	3,656
1940	174,939	3,707
1942	170,540	2,883
1943	170,514	2,621
1944	170,639	2,856
1945	170,689	2,708
1946	170,739	2,627
1947	170,789	2,225
1948	231,239	2,242
1949	278,964	2,295
1950	321,999	2,444
1951	315,989	2,625
1952	315,989	2,726
1953	316,089	2,502
1954	207,639	1,888
1955	202,689	1,824
1956	155,000	1,830
1957	105,000	948
1958	55,000	503
	CONTRACT TERMINATED JUNE 30, 1958	
1970	25,300	-
1971	130,000	530
1972	189,000	2,276

IDAHO

The State of Idaho joined the Johnson-O'Malley family of States in 1949, with a contract for $5,800. In 1959, its budget was approximately $85,000 which included 13 school districts enrolling 1,072 Indian students in the Johnson-O'Malley Program. Idaho's contract has been in force since its inception and in 1970 was for $395,000 involving 14 school districts enrolling 1,496 Indian children. The 1971 contract for $450,000 will provide for services to approximately 2,000 Indian students.

Idaho has within its boundaries four Indian reservations where over 6,000 Indian people reside.

Johnson-O'Malley funds and the Indian Education Program affects fourteen school districts in Idaho. The major objectives of the Idaho Indian Education Program are:

(1) To assist public schools with categorical grants-in-aid, in order for them to meet extraordinary needs of Indian children that cannot be financed by available revenue;

(2) To encourage new programs and new approaches to learning and teaching that will benefit Indian students;

(3) To bring about a better understanding and better communications between the school and community;

(4) To provide in-service training for teachers and teacher aides who are teaching Indian children;

(5) To make possible the participation of all Indian students in school activities andprograms by providing funds to schools taking care of costs and fees normally paid by parents.

Beginning the school year 1968-69, basic support was greatly reduced as Idaho moved toward the funding in special areas or programs that help the Indian students and could be identified as such. School districts began using these funds for such programs as employing counselors to work with Indian students, Indian parents, and schools. All districts receiving Johnson-O'Malley funds are now receiving this service. For the Indian students who are under achieving, special help and tutoring services are being provided. Also, this past year Special Education classes have been started for some of these students. Remedial classes have been set up to give assistance where needed in the Junior and Senior High Schools. Three years ago, school districts felt the need for the employment of Indian teacher aides, with emphasis at the primary and intermediate levels. It was very successful and has now been expanded to the Junior and senior levels. Many Indian parents feel this is

the most effective program in operation. Thirty-five Indian ladies have been employed for this purpose. It is encouraging to see many of these people working towards a degree and the possibility of becoming certified teachers in our schools.

Great effort has been made by all districts receiving Johnson-O'Malley funds to up-grade their libraries with books, audio visual equipment, and materials about Indians.

Curriculum offerings have been expanded in three high schools to include a class in Indian Culture, Indian Heritage, and Contributions Indian People have made to this Nation, to Idaho and to their local communities. In addition to these areas both Indian and non-Indian students learn about Tribal Government and its operation. Two school districts are attempting to teach the Indian language that is spoken on their reservations.

Many Indians feel that there is a great lack of material on Indian History and Life, in the present-day textbooks. Some book publishers are aware of this, and are attempting to correct the problem. Johnson-O'Malley funds are being used to help in the preparation of a book entitled, "Indians of Idaho". This book will be used in the classrooms and will be submitted to the State Textbook Committee for State adoption and included on the State Adopted Textbook List. This book will be placed in all School libraries.

Indian Clubs have been organized in three high schools and in one Junior high school. They are very successful. These Clubs are provided some assistance from Johnson-O'Malley funds, but in most instances very little help is needed.

Indian students are becoming more involved in school affairs and extracurricular activities. Funds from Johnson-O'Malley have been used for the purchase of physical education equipment, drill team uniforms, the rental of musical instruments, class fees, club fees, physical examinations and other fees or costs that are normally paid by parents. Parents have requested an activity bus in five districts and this is now being provided.

The last two years school districts have made it possible, and are encouraging Indian parents to become more involved in school affairs. School districts are allowing Indian parents to have input into the programs affecting the education of their children. Parents are being consulted about the type of special programs that they feel their children should be provided.

Each school district receiving Johnson-O'Malley funds has an Indian Parent Advisory Committee, which began functioning effectively during 1971. In planning school programs, educators are required to involve Indian parents. Meetings with school officials are being held regularly. Communications between the Parent Advisory Committee

which began functioning effectively during 1971. In planning school programs, educators are required to involve Indian parents. Meetings with school officials are being held regularly. Communications between the Parent Advisory Committee and some school districts seems to be one of the problems, but it appears that the problems are diminishing.

With the enactment of new legislation and regulation, very little money is needed from Johnson-O'Malley funds to provide reduced, or free school lunches, for Indian students. Funds that were previously used for this purpose are now being channeled into special programs.

The State of Idaho through the State Education Foundation Program does not provide funds for kindergartens, but with the help of the Johnson-O'Malley program, three school districts are now providing free full-year kindergartens for 78 pre-school Indian children. These students are taught by fully certified teachers with very capable Indian lady teacher aides in each classroom. One district provides a summer kindergarten for all Indian students with an average of 5 to 10 Indian children attending.

Summer programs and enrichment tours are being requested by parents and school districts. Our experience thus far, leads us to believe that this is a very beneficial program for Indian students. This summer, students from Fort Hall Indian Reservation will visit in Idaho, California, Nevada, and Arizona. One of the highlights of this tour is the expected visits in the State Capitols with the Governors of each State.

Two workshops for teachers who teach Indian children were continued during the summer of 1971. The workshop at Pocatello was well attended by teachers from Pocatello, Blackfoot, and American Falls. Credit for the two week course was offered by Idaho State University. Several Indian teacher aides were in attendance making a total of 54 teachers and teacher aides.

The workshop in the northern part of Idaho was held on the Nez Perce Indian Reservation at Lapwai. Teachers received credit through the University of Idaho at Moscow.

A workshop for teacher aides and teachers was conducted by Lewis and Clark State College. This was a cooperative effort by the Indian Education section and the Adult Education section of the Idaho State Department of Education.

Three school districts in Idaho now have representatives of the Indian people on the Board of Trustees. One district has rezoned in order to insure the tribe of being representated at all times.

These above mentioned programs are some we consider as highlights

in our endeavor to better meet the needs of Indian students in the fourteen Idaho school districts affected by our Special Indian Education Programs financed by Johnson-O'Malley funds.

IDAHO

Fiscal Year	Contract Amount	No. Students
1949	$58,000	---
1950	65,000	750
1951	97,000	748
1952	97,000	749
1953	110,000	832
1954	109,000	832
1955	114,000	866
1956	126,725	933
1957	149,725	972
1958	166,363	980
1959	84,981	1,072
1960	74,972	1,068
1961	84,072	1,118
1962	95,000	1,248
1963	95,000	1,273
1964	115,000	1,360
1965	118,000	1,372
1966	134,251	1,448
1967	151,628	1,439
1968	161,450	1,492
1969	193,215	1,471
1970	395,000	1,496
1971	450,000	1,636
1972	468,000	1,636

MICHIGAN

The Bureau of Indian Affairs is contracting with the Michigan Department of Education for the education of eligible Indian children. The 1971-72 contract is the first time the Bureau has provided assistance to Michigan under the Johnson-O'Malley authority.

In 1971-72, six eligible schools participated in special need projects. Local Indian education committees are involved in determining their needs and program priorities. The contract is for $50,000 involving 680 children out of a total enrollment in these schools of 8,400. Parental costs, guidance and counseling, teacher aides, home school coordinators, and curriculum are some of the first year programs being implemented.

MICHIGAN

Fiscal Year	Contract Amount	No. Students
1972	$50,000	680

MINNESOTA

Minnesota began its Johnson-O'Malley Program in 1937. For the school year 1937-38, expenditure of Johnson-O'Malley funds totaled $98,961.03. Thirty schools in eighteen school districts included in the program were paid $84,705.37, compared to $91,253.11 received by these same school districts from State aids and local taxes. One thousand six hundred thirty-eight Indian students and 408 non-Indians were enrolled in these schools. The percent of attendance was 84.8 for Indian students and 84.9 for non-Indian students. Of this total six Indian students were enrolled in the twelfth grade. For the school year 1969-70, total Johnson-O'Malley expenditures for Minnesota were $678,010.55. Of this amount, $630,193.00 was paid to 29 school districts. These same districts received $740,480.83 from State aids and local taxes. There were 2,680 Indian students enrolled, 107 in grade twelve. Attendance of Indian students was 89.14 percent. Seven of the school districts were classified as "Budget" and operate elementary schools with predominately Indian enrollments. With the exception of Red Lake, the secondary students from these areas attend high schools in school districts that receive Johnson-O'Malley aid, the Indian students represent only a small percent of the entire enrollment and integration occurs on all grade levels.

Early Johnson-O'Malley Programs in Minnesota were basically for general aid, designed to balance a school budget necessary to maintain schools that met State standards. The trend has been to gradually phase out basic aid from Johnson-O'Malley funds, and emphasize aid for special needs for educating Indian children. Approved programs and needs of school districts receiving Johnson-O'Malley funds are initiated at the local school level. Representatives of the Indian communities are requested to express their wishes for the school program to duly elect school boards in each district. In one of the school districts, the school board members are all Indian while all other school districts have active local Indian Education Committees.

One of the more recent projects financed from Johnson-O'Malley funds was to provide kindergarten instruction to Indian children in isolated areas where it was not being provided by the public schools they attended. In 1969-70, $99,681 was paid to initiate a kindergarten program in three schools where it did not already exist, and to improve existing programs in five others. As a result of this special financial help, kindergarten education was provided for the first time for 53 Indian students living in sparsely settled areas and has helped improve the quality of such instruction for 143 more in other schools.

Other special programs for Indian students, made available from Johnson-O'Malley funds, include summer enrichment programs, a resource library of audio-visual and other materials on Indian culture and history have been made available on a State-wide basis, home visitors in 18 school districts, free lunches for needy Indian students not eligible for National School Lunch Program, and special transportation for Johnson-O'Malley students.

General support for the school operation of budgeted schools has made it possible to maintain a considerably lower teacher-student ratio than that existing in most public schools. An experimental program in grades 3-5 of individualized, programed instruction, under the guidance of the Upper Midwest Regional Laboratory, has been in operation at Red Lake. The Nett Lake Elementary School has been reorganized as an ungraded school. A Chippewa Language Program in grades 1-2 has been provided at Vineland Elementary School for the past two years. A tutoring program, made possible through the cooperation of the Bemidji State College, provides a reinforcement program at the Cass Lake and Deer River Schools.

Library services have been furnished to the two small elementary schools at Naytahwaush and White Earth. Enrichment and remedial instructors have been provided by summer programs at Vineland and Red Lake. Johnson-O'Malley funds have also made it possible to conduct a two-week workshop at Bemidji State College for 100 teachers of Indian students and seminars for school administrator, board members and local education committees.

The trend of Indian education in Minnesota today is in the direction of increased Indian involvement and in the development of Indian-oriented curriculum units and materials based on their past history and culture. The approval of local Indian Education Committees is considered of major importance in judging the validity and need for any program submitted by school districts for programs that are proposed for the purpose of obtaining Johnson-O'Malley financial aid. Consideration of all such proposals must also be dependent on the availability of these same services from other State or Federal funds.

The most recent development in Indian education, made possible through the use of Johnson-O'Malley funding, is the experimental elementary school at Pine Point. An Indian-oriented instructional program is being developed. Individualized instructional tasks have been developed from traditional textbooks and workbooks. An implementation of instructional activities, based on a sequence of relevant behavioral objectives, and reinforced by a reward system, has been in operation during the past two years of operation.

MINNESOTA

FISCAL YEAR	CONTRACT AMOUNT	NO. STUDENTS
1939	$ 100,000	N.A.
1940	100,000	"
1941	100,000	"
1942	100,000	"
1943	140,000	"
1944	140,000	"
1945	140,000	2,128
1946	140,000	2,232
1947	140,000	2,233
1948	167,150	2,330
1949	226,910	2,513
1950	288,000	2,460
1951	310,000	2,471
1952	310,000	2,600
1953	325,600	2,602
1954	300,000	2,610
1955	300,000	2,727
1956	300,200	2,762
1957	300,200	2,603
1958	310,200	2,603
1959	105,000	2,710
1960	176,000	2,341
1961	132,500	2,446
1962	146,218	2,425
1963	198,592	2,402
1964	200,000	2,615
1965	212,000	2,500
1966	230,000	2,438
1967	263,325	2,487
1968	283,000	2,577
1969	369,165	2,634
1970	796,500	2,680
1971	850,000	2,861
1972	1,283,000	3,042

MONTANA

Montana became involved in the Johnson-O'Malley Program soon after inception of the Act in 1934. The early contracts were between the local Indian Agency Office and the local school districts. In Fiscal Year 1946, the Office of the Superintendent of Public Instruction began to contract annually with the United States Department of the Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. The first contract was for $176,944 which included funds to assist 46 school districts enrolling 2,720 school children. These funds were used primarily for basic education in the several school districts until the amendment to Public Law 874 in 1958. After this date, Johnson-O'Malley funds were gradually reduced and used primarily to provide free of reduced-price lunches for Indian children.

In 1967, the program took on new dimensions. It was found that many schools needed funds for special education programs that identified with Indian children. Funds were gradually increased as these programs were implemented.

In 1968, a revised and updated Johnson-O'Malley State Plan for Montana was completed and became a part of the contract beginning with the 1969 Fiscal Year. Nearly the entire funding of the program has, in the recent past, been utilized to provide lunches for eligible Indian children in public schools on the reservations in Montana. The budget and programing aspects were limited in scope. The funds available to the program were allotted schools by the State Superintendent's Office and used to pay a portion of the total cost of the lunches furnished to Indian children. Funds available were insufficient to meet the full costs.

In Fiscal Year 1970, Montana Johnson-O'Malley funds were relieved of the necessity of supporting school lunches for Indian children and were channeled into special project activities which included special transportation, boarding home care, home-school coordinators, summer programs, special teachers, and workshops for teacher aides of Indian children. Presently, project applications exceed $909,250. These funds assisted 5,685 school children enrolled in 37 school districts. Also, in Fiscal Year 1970, for the first time kindergarten programs became available and many children were enrolled.

Since 1969, there has been a renewed effort made to involve Indian people at the school level in planning and selection of projects for Johnson-O'Malley funds. The past two years their attendance at the statewide education conferences has been exceptionally high.

In Montana there are seven Indian reservations, each with its own tribal government organization. The Montana tribes have an enrolled membership totaling approximately 36,300, of which about 25,000 still live on reservations.

In 1972, it is estimated that 5,685 Montana Indian students received the benefits of special programs provided through Johnson-O'Malley funding.

MONTANA

Fiscal Year	Contract Amount	No. Students
1948	$176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094

NEBRASKA

The State of Nebraska contracted with the Bureau of Indian Affairs in 1949 for the sum of $47,125 in 27 school districts enrolling 370 Indian children. By 1972 the Indian enrollment had grown to 880 students in 6 school districts at a cost of $495,000.

In an effort to make education more meaningful for Indian children, today Johnson-O'Malley funds are being used to support the following programs:

1. Basic education in those districts that are unable to operate schools without Johnson-O'Malley assistance.

2. Special transportation for students who participate in extracurricular activities after school.

3. Teacher aid and career opportunity programs.

4. To defray expenses of students involved in various school functions, i.e., Home Economics, Shop, Athletics, Band and other extracurricular activities.

5. Indian home counselors are employed to assist in interpreting the school programs to the parents and patrons in each of the participating schools.

6. Workshops for teachers of Indian children with instruction oriented toward education of their Indian pupils.

7. Special books were purchased for libraries, film strips to assist in instruction of Indian culture, and other special programs were instigated to improve opportunities for better education for Indian youth.

Policy Change

The Bureau of Indian Affairs contracted with the Nebraska Inter-Tribal Development Corporation to administer the Johnson-O'Malley Program on November 2, 1970. This was the first State-wide contract with a Tribal Corporation for services to Indian children enrolled in public schools.

For school year 1972 the Omaha Tribal Corporation administered the Johnson-O'Malley Program for students of Omaha Indian descent attending eligible public schools.

NEBRASKA

Fiscal Year	Contract Amount	No. Students
1949	$47,125	370
1950	48,220	372
1951	58,000	425
1952	60,000	300
1953	60,000	304
1954	57,000	300
1955	50,000	357
1956	156,700	568
1957	143,350	561
1958	186,000	641
1959	112,000	682
1960	111,000	663
1961	120,000	650
1962	165,000	650
1963	170,000	-
1964	169,000	632
1965	150,000	719
1966	120,000	687
1967	152,113	692
1968	193,498	675
1969	191,521	674
1970	282,000	741
1971	400,000	681
1972	495,000	421

NEVADA

In 1934, Congress enacted the Johnson-O'Malley Act which enabled the Bureau of Indian Affairs to contract with the school districts for the education of Indian children. In 1947, it was deemed advisable and advantageous to place the program on a State level with the Nevada State Department of Education. A position of Director of Indian Education was established and charged with the responsibility of administering the program. The first contract was approved for $88,000. These funds were distributed to 58 school districts. In 1956, the State of Nevada consolidated the school districts into county-wide districts. This reduced the number from 102 to 17. The Nevada Johnson-O'Malley contract in 1970 was for $141,500 and involved 12 school districts enrolling 1,593 Indian youth living on reservations and colonies. In 1947, the beginning teacher's salary in the State of Nevada was $2,400 per annum, as contrasted to the average beginning teacher's salary in 1970 which was $7,000 per annum.

In the mid-1940s, the State of Nevada, with the cooperation of the Nevada Indian Agency, instituted a program of integration, namely that of converting Bureau of Indian Affairs-operated day schools into public schools. In 1965, all Bureau schools had been integrated with public schools. Today only one Federally-operated school remains in Nevada--the Stewart Indian School. It has an enrollment area covering five States. (Johnson-O'Malley funds are being expended in the public schools to enhance the educational opportunities of Indian children in the State of Nevada.)

Enrollment:	No.	
1937 - 1938	777 (All grades)	
1969 - 1970	1,593 (All grades)	
Attendance:	**Average Daily Attendance:**	
1946 - 1947	1,038	866.440
1969 - 1970	1,593	1367.656
Twelfth Grade Graduates		
1946 - 1947	24 (first statistics compiled)	
1969 - 1970	59	

NEVADA (Cont.)

Nevada Indian Youth Attending Institutions of Higher Education

	No.
1946 - 1947	2 (approximately)
1969 - 1970	77

At present the Johnson-O'Malley funds in the State are used exclusively for support of special (supplemental) programs. These programs include: Teacher-aides; speech therapists; kindergarten; purchase of library books; inservice training for teachers; supervised after-school study halls and tutoring programs; special education; educational television; insurance fees; extracurricular transportation, and other student body activity costs; field trips; special summer programs for parents and children, etc. These special services are expected to be recieved by over 2,600 Indian students in 1971.

NEVADA

Fiscal Year	Contract Amount	No. Students
1947	$ 88,000	1,038
1948	95,600	1,056
1949	95,600	1,030
1950	126,400	1,177
1951	136,000	1,112
1952	144,000	940
1953	144,000	924
1954	141,000	883
1955	141,000	881
1956	175,800	844
1957	193,262	1,205
1958	221,112	938
1959	93,126	916
1960	70,000	1,016
1961	80,000	1,021
1962	70,000	1,168
1963	60,000	1,169
1964	60,000	1,189
1965	60,000	1,250
1966	80,000	1,224
1967	100,369	1,211
1968	92,000	1,535
1969	104,998	1,669
1970	141,500	1,593
1971	190,000	1,540
1972	205,000	1,598

NEW MEXICO
(Albuquerque Area)

In 1972, the administration of the Johnson-O'Malley program was changed in several ways. Twenty-two tribes, Canoncito Navajo, Jicarilla and Mescalero Apaches and the nineteen pueblos, negotiated a Johnson-O'Malley contract through the All Indian Pueblo Council, Inc., in the amount of $1,343,094.00 with the Bureau of Indian Affairs (Albuquerque Area Office).

A New Mexico Indian Education Board of Regents was formed and is composed of seven tribal leaders from the above tribes who are responsible for the supervision and administration of the Johnson-O'Malley programs in the Albuquerque, Bernalillo, Dulce, Espanola, Grants, Jemez Springs, Los Lunas, Penasco, Ruidoso, Pojoaque, Taos, and Tularosa Public School Districts educating approximately 5,124 Indian children.

The New Mexico Indian Education Board of Regents have an Executive Director and an Assistant Director to administer their program. The Board has also made single contracts with the participating public school district Boards of Education.

Other departures from the original program with the New Mexico State Department of Education is the establishment of parent education committees at the local level to administer and supervise parental cost items for their children in their respective school districts.

NEW MEXICO

Fiscal Year	Contract Amount	No. Students
1951	42,309	-
1952	40,088	-
1953	141,347	1,347
1954	203,303	1,746
1955	267,003	2,141
1956	549,600	2,260
1957	763,318	3,669
1958	1,335,162	4,407
1959	692,712	5,264
1960	650,000	6,240
1961	750,000	7,148
1962	1,000,000	7,380
1963	1,060,000	8,166
1964	1,111,074	8,706
1965	1,213,477	9,154
1966	1,323,000	9,774
1967	1,386,549	10,688
1968	1,524,870	11,320
1969	1,621,148	12,204
1970	2,197,487	12,620
1971	2,553,000	17,878
1972	2,953,000	18,898

NORTH DAKOTA

Until 1948, the North Dakota Johnson-O'Malley Program operated by agreements with individual school districts. In 1948, the State Department of Education signed a contract with the Bureau of Indian Affairs to supervise the Johnson-O'Malley Program according to a State Plan. The contract was in the amount of $33,420 and included 16 school districts enrolling 239 Indian children. In 1972, the amount of the agreement increased to $618,000, with 14 school districts and 1,770 Indian children enrolled.

Johnson-O'Malley funds were expended in North Dakota for the following major programs and activities:

1. Special bus trips to give Indian pupils an opportunity to visit cultural and educational centers in North Dakota.

2. Activity fees, athletic supplies, etc., were provided for Indian pupils who otherwise could not have participated in athletic programs.

3. Special teachers where need exists.

4. Summer programs are offered to Indian children to strengthen their educational background.

5. Special programs currently operating with Johnson-O'Malley funds have been successful in helping to create a closer and more harmonious relationship with the Indian patrons of the district. It is hoped that such community programs, and perhaps others, can be enlarged upon in 1973.

Administrative Change

In 1971 the Bureau of Indian Affairs contracted in North Dakota with the United Tribes of North Dakota to administer the program in North Dakota. The United Tribes is an incorporated body comprised of representatives from each of the four North Dakota Indian reservation communities. The organization is currently administering a Family Training Center at Bismarck, North Dakota.

NORTH DAKOTA

Fiscal Year	Contract Amount	No. Students
1948	$33,420	239
1949	33,420	299
1950	33,420	344
1951	45,000	399
1952	45,000	538
1953	60,000	640
1954	80,000	739
1955	87,000	742
1956	144,800	730
1957	201,750	792
1958	180,800	737
1959	102,000	543
1960	190,000	1,048
1961	185,000	832
1962	185,000	784
1963	214,000	860
1964	200,000	825
1965	225,000	917
1966	235,000	1,312
1967	235,000	1,505
1968	274,500	1,553
1969	310,200	1,479
1970	441,200	1,639
1971	522,450.47	1,662
1972	618,000	1,651

OKLAHOMA

Prior to 1948, the Bureau of Indian Affairs contracted with individual school districts for the administration of its Johnson-O'Malley Programs. In 1948, the Oklahoma State Department of Education signed a contract to administer the Johnson-O'Malley Program in that State. The 1948 agreement called for $280,000 to administer the program which included 428 school districts enrolling 9,073 Indian children. In 1971, the agreement was for $1,900,000 involving 272 school districts enrolling 15,928 Indian children.

For many years a large part of the Johnson-O'Malley funds was expended for free or reduced-cost lunches for those needing the same. The School Lunch Division will assume the full cost of meals served to needy Indian students in 1972-73, freeing Johnson-O'Malley funds for special programs.

With an increased availability of funds due to the lunch phase-out, a greater emphasis has been directed toward enriching the educational opportunities of Indian students in the public schools. Special Programs, as it is titled, allows the local districts, which includes the Indian communities and the school administrators, to develop and implement programs for their respective schools that best fits the educational needs of the Indian students enrolled there.

The State Department of Education has established special programs which the enrichment of educational opportunities for the Indian students within individual schools. Schools must be enrolling at least 10% Indian student of the total enrollment, to be eligible for this area of service. Schools with less than 10% Indian enrollment may qualify for Johnson-O'Malley funds by showing an exceptional need in a specific given area.

The local administrator is required to utilize input from the Indian community of his school district by organizing an Advisory Board, made up of Indian patrons from that district. Requests for programs made to the Indian Education Office are required and have to show an approval by both the administrator and the Advisory Board before they are acted upon.

The purpose of the Special Programs Project is to work with the public schools to enrich the educational opportunities of the Indian students enrolled there. Schools participating presently are those that have number and/or high percentage of Indian students in their enrollment. Because the Special Programs are designed to supplement programs in a manner that would be above and beyond the financial effort that each local school was making, requests for each school's Title I expenditures and the amount of local millage being voted is made. From these sources, each school's eligibility is considered.

When a school's eligibility is determined, members of the Indian Education Division staff make personal visits to the schools to discuss with the superintendents the various programs they and their advisory boards are considering. The final step toward funding is a letter of request by the respective schools to the Indian Education Office, listing their needs and approval by the board for them.

A summation of cost and availability of personnel involved for final approval by the Indian Education Office. All schools are requested to make an effort to find qualified Indian people to fill positions created by the programs. As a result of this request, many Indian people, particularly aides, have been hired. The various programs that were set up included teacher aides; teachers for remedial reading and math; counselors; teachers for class-size reduction; teachers for specialized areas; particularly art; programs for tutorial services; and, summer school projects for remedial students.

The highlight of this area service is the Indian Education Coordinating Program. This program consists of fourteen Coordinators working with parents, students school administrators and other agencies that provide services to Indian students in public schools.

Fourteen Coordinators have made tremendous inroads toward developing a communication network between the schools, the Indian parents and their children. This has been accomplished by the Indian Education Coordinators working with considerable amount of freedom to do whatever they deem necessary to assist in their respective areas. Following are some of the duties of an Indian Education Coordinator, in an assigned area of the State:

1) To visit schools and confer with school personnel in order to learn the problems confronting the Indian students; to locate and enroll all school-age Indian students in an area; to alleviate problems which might keep children out of schools, or cause them to leave.

2) To visit Indian homes and explain the importance of regular school attendance, explain various school policies and regulations, school lunches, and other school matters; encourage parents to attend school sponsored meetings.

3) To counsel with Indian students and drop-outs, encourage them to further their education; help students make decisions concerning higher education or vocational training.

4) To cooperate with the local branches of government, the Department of Institutions, Social and Rehabilitative Services, the State Employment Office, the Bureau of

Indian Affairs, and with local organizations such as civic groups and churches; to attend meetings concerning matters such as tribal council meetings.

5. To arrange for medical care, transportation, free lunches, etc., for student unable to provide for themselves.

6. To work with grant officers for higher education from the Anadarko and Muskogee Area Offices in assisting students with post-graduate plans.

During 1970-71, one additional Coordinator was employed to work in Pawnee, May and Noble Counties. This brings the total number of Coordinators in the State to fourteen, with areas including those above the encompassing the following counties: Adair, Blaine, Caddo, Cherokee, Cleveland, Comanche, Creek, Custer, Dewey, Delaware, Hughes, Kingfisher, Kiowa, Leflore, McCurtain, Okfuskee, Oklahoma, Okmulgee, Potawatomie, Seminole and Sequoyah.

Questionnaires pertaining to graduating seniors are mailed to all high schools enrolling Indian students to that the Indian Education Coordinators or members of the Indian Education staff can counsel with them in determining what direction they plan to follow after high school. The counseling process concerns information regarding educational opportunities available through the Bureau of Indian Affairs and/or other types of scholarship programs. This program includes those students living in the metropolitan areas of Oklahoma City and Tulsa, plus students attending non-Johnson-O'Malley schools. Because of the increasing number of Indian High School graduates each year, this service has become one of the more important functions of the Indian Education Division. All information received from the schools is forwarded to the Anadarko and Muskogee Area Offices for possible use in their higher education programs.

The Indian Education Division funded a Teacher Aide Institute, which was held at East Central State College, Ada, Oklahoma. This Institute was administered by the East Central Department of Education and Psychology, and designed to create better understanding of what a teacher aide's role in a school should be. Specifically, the institute's objectives were to: 1) to improve technical skills, 2) relate information concerning Indian culture and history, and 3) to allow the aides to exchange ideas related to solving common problems encountered in their respective school.

Participants were those aides hired by school being funded for Special Programs and Kindergarten Programs. Aides who qualified for college admission earned three hours of college credit for the two weeks work. Indian Education Coordinators served as group leaders for the institute.

The Foundation Aid Program for the State of Oklahoma is a comparison between the school year 1963-64 and the current school year. This comparison is made on superintendent and principal increments, minimum program salaries for same number of teachers a school district qualified for in 1963-64, transportation allowance, transfer fees receivable, net 15 mills on personal property and public service valuation, and grass production taxes. The increase or decrease of these items is added to base years equalization aid. The 1963-64 average daily attendance is divided into current years adjustments to establish a Q factor. The Q factor is multiplied by previous years average daily attendance to determine the amount of Foundation Aid receivable.

Incentive Aid for 1971-72 is a flat grant of $92.00 times previous years average daily attendance, provided a school district votes the 5 mill emergency levy. This can vary according to the mills levied.

The sum of Foundation Aid and Incentive Aid is the Total State Aid a district receives.

All these programs administered by the Indian Education Division could not have been done without the cooperation of many people, including Bureau official of the Anadarko and Muskogee Area Offices, the Division of Educational Assistance, Albuquerque, New Mexico, the various agencies concerned with the welfare of Indians, the Office of the State Superintendent and the many Indian people throughout the State who have offered expertise in many different states.

Finally, a special recognition to the staff of the Division of Indian Education, who through their total effort made it possible to make this year a successful one.

OKLAHOMA

Fiscal Year	Contract Amount	No. Students
1948	$280,000	9,073
1949	320,000	8,477
1950	320,000	9,460
1951	320,000	9,736
1952	320,000	9,977
1953	340,000	10,540
1954	360,000	10,975
1955	340,000	11,518
1956	386,000	11,537
1957	450,000	11,981
1958	450,000	12,527
1959	425,000	11,999
1960	424,000	12,171
1961	410,000	11,448
1962	410,000	11,524
1963	435,000	12,348
1964	428,000	12,634
1965	460,000	12,867
1966	500,000	13,318
1967	474,287	12,790
1968	550,000	14,584
1969	610,064	15,282
1970	1,015,000	16,081
1971	1,550,000	15,928
1972	1,900,000	12,735

SOUTH DAKOTA

The Bureau of Indian Affairs negotiated agreements with individual school districts in South Dakota until 1950. The 1950 Johnson-O'Malley budget was $76,000 and included 61 school districts enrolling 919 Indian students. The 1972 budget was $1,530,000 and included 25 public school districts in the State, enrolling 5,251 Indian children.

The special-program services provided schools must have concurrence of the tribal entity whose members are served. Budgets are developed with consultation of the Indian people whose children are attending the school. Thus, through the combined efforts of Indian and school authorities, comprehensive programs are developed to meet the special needs of the Indian school children.

The basic objective of the Johnson-O'Malley Program in South Dakota is to provide an atmosphere of harmonious cooperation in terms of shouldering jointly the responsibilities necessitated in planning, implementing, and evaluating the educational programs designed to provide maximum mutual benefit.

The following have been successful Johnson-O'Malley Program:

1. Transportation for kindergarten children
2. Employment of home-school coordinators and guidance counselors
3. Arts and crafts program
4. Teacher aides and in-service training programs
5. Workshops for teachers of Indian children
6. Kindergarten classes
7. American Indian studies program
8. Summer programs
9. In-service programs for teachers
10. Indian Advisory and school board training

In 1971 the United Sioux Tribes Development Corporation assumed the administrative control of the Johnson-O'Malley Program. During fiscal year 1972 the Johnson-O'Malley Program was administered by Indian corporations in the Aberdeen three state area.

SOUTH DAKOTA

Fiscal Year	Contract Amount	No. Students
1950	$76,000	919
1951	100,000	931
1952	115,000	968
1953	170,000	1,067
1954	227,800	1,486
1955	270,000	1,582
1956	377,560	1,821
1957	409,300	1,771
1958	435,360	1,967
1959	307,947	1,978
1960	352,480	2,119
1961	330,000	2,300
1962	425,000	2,640
1963	485,000	2,657
1964	501,000	2,031
1965	495,000	2,460
1966	535,000	3,356
1967	829,716	3,937
1968	629,000	4,187
1969	769,571	3,911
1970	1,197,000	4,058
1971	1,320,000	4,300
1972	1,530,000	5,251

WASHINGTON

The State of Washington has participated in the Johnson-O'Malley Program from its inception. The first contract was consummated in 1935 for the sum of $24,558. The contract in 1936 was for $100,963 expended in 18 school districts enrolling 1,912 Indian children. These agreements have been continuous and in 1971 were expanded to $760,000. Funds were utilized in 30 school districts in Washington enrolling 5,223 Indian students. Funds have been made available to begin kindergarten programs in those school districts that, before this time, could not afford to support a kindergarten program.

Several changes were made in program goals and criteria in 1970. The first major change occurred when it was required that Indian parents be directly involved in the planning and evaluation phases of programs they deemed important to their children's education. As a result, Johnson-O'Malley parent committees were formed in each school district receiving Johnson-O'Malley funds. Parents worked cooperatively with the local school district superintendents to develop special programs. Several workshops were held in 1972 to provide in-service training to local Johnson-O'Malley parent committees. Committees are drafting constitutions and by-laws in anticipation of requirements in the future revised guidelines. Community surveys are being studied as a means to upgrade a more realistic needs assessments related to the programs.

The application form was revised to include the signature of the Johnson-O'Malley Committee Chairman, along with the school administrator. This tended to reinforce parental involvement in a more positive way. Special programs developed through the cooperative effort include the following types of activity: home-school liaison personnel employed from the Indian community; teacher or liaison personnel employed from the Indian community; teacher or counselor aides; remedial and basic skills improvement; expansion of curricular offerings; curriculum development with emphasis on Indian history and culture; inservice training and staff orientation workshops; study hall and special tutoring effort; provision for payment of student fees and supplies whenever necessary; and school-community cooperative educational programs.

A number of summer programs were funded through the Johnson-O'Malley Program in cooperation with the Bureau of Indian Affairs. Activities included: remedial reading programs; special craft projects and numerous outdoor camp-type physical activities for both boys and girls. Parent committees and tribal council people were deeply involved not only in planning, but in carrying out the summer program activities. The past School Year reflected a great deal more activity in Indian education.

Throughout the total program, accountability for funds related as to what happens to the child was stressed, along with program flexibility in order that school districts could, when they saw a need for a change in a program they were developing, feel free to make this change to benefit the child. Parental involvement was a most important factor during the past school year.

The Migrant and Indian Center was funded to develop curriculum materials and make them more available to school districts requesting such material in their classes.

Inservice training and orientation of professional and para-professional staff have been included both as separate activities and as a part of local school district Johnson-O'Malley programs.

Plans are currently under way to program Indian para-professionals into the education field through the new State certification process, wherein emphasis is placed upon performance as the major criteria in developing competency to teach or counsel. Along with the many varied special projects conducted in the local school districts within our State, there are two comprehensive model programs that have been recently implemented through Johnson-O'Malley funds. The basic concept of these two model programs is to utilize at a maximum level, parents, students, school board members, school personnel, and outside specialists in an active and meaningful way in the development of the total program that will be undertaken in the local school districts. A concentration of effort will be directed toward activities than can be defined as new, special, and innovative in the total program.

New concepts of grants management in Superintendent of Public Instruction (SPI) working classes and cooperating in a funding program through the Consolidated Application for All Federal Grants (CONSOLAD). Other Federally funded programs for the economically disadvantaged child have been coordinated with the Johnson-O'Malley Program to acquire a greater impact in educational programs throughout the State. Programs involved include Title I, ESEA, Title II, Title III, and the State appropriated funds under the Urban, Racial, Rural Disadvantaged Program (URRD). There has to be a community committee for each URRD program. Requests for URRD are made through the school district. What is significant, in the reported efforts being made in Washington State Indian education, is that the effect of the program initiated in the school districts eligible to receive Johnson-O'Malley funding has extended far beyond those school districts and this is reflected in the enrollment report submitted the State office each year at the beginning of the school year. This year an increase in Indian enrollment of over 10 percent is reflected because (1) there are more Indian children staying in school and (2) more Indian children are willing to be identified as Indians for the ethnic count. Progress has been made in the improvement of the self image of the Indian students in the public school system. Significant increases are shown in the number of students graduating from high school.

Publications are being utilized to keep communities informed of JOM activities. This includes; co-sponsoring and supporting curriculum study projects, reports of completed research, field testing at several JOM schools at three grade levels. The State will print and publish a curriculum outline in Northwest Indian culture and history. This will be distributed to all schools in the State where requested. Supplemental teaching materials will also be furnished in quantities. A JOM handbook will be prepared and mailed to JOM districts in the State.

WASHINGTON

Fiscal Year	Contract Amount	No. Students
1935	$ 24,458	-----
1936	100,963	1,912
1937	100,963	1,765
1938	100,000	1,987
1939	100,000	1,931
1940	90,000	1,909
1941	90,000	1,956
1942	90,000	2,072
1943	90,000	1,985
1944	90,000	1,923
1945	90,000	2,056
1946	90,000	2,116
1947	90,000	2,211
1948	90,000	2,391
1949	90,000	2,402
1950	120,700	2,589
1951	15,500	2,571
1952	154,334	2,597
1953	154,166	2,419
1954	161,166	2,544
1955	169,980	2,737
1956	174,000	2,806
1957	181,000	2,836
1958	200,400	2,924
1959	69,534	2,094
1960	48,420	1,293
1961	39,320	997
1962	42,900	1,132
1963	52,000	1,013
1964	65,000	2,334
1965	72,000	2,639
1966	81,000	2,925
1967	103,480	3,020
1968	150,025	3,763
1969	214,599	3,957
1970	560,000	4,823
1971	790,000	4,965
1972	902,000	5,480

WISCONSIN

Prior to 1947-48, agreements for Johnson-O'Malley funds were made with individual school districts. In 1947, the State of Wisconsin, Department of Public Instruction, contracted with the Bureau of Indian Affairs for a sum of $61,000 which was to be expended for educational services, school lunch, and transportation, for Indian children in 32 public school districts enrolling 745 Indian pupils.

In 1971-72, the contract was for $375,000, covering 19 school districts with a total Indian enrollment of 1,450.

Johnson-O'Malley funds are allocated by the State Department of Public Instruction after determining the local cost per pupil for contracted services. This basic support funding is being phased out of 20% per year and will be completely phased out at the end of the 1973-74 school year. Special programs to improve educational opportunities and services for Indian children, including home-school coordinators, teacher aides, and tutoring services are also being supported by Johnson-O'Malley funds.

Current trends indicate an increased local awareness of and financial support for improved educational practices and programs in Indian education. A greater percentage of Johnson-O'Malley funds is being allocated for specific programs for Indian pupils. Local school officials are recognizing the need for increased expenditure of funds in this direction.

Other trends show a significant increase of direct involvement by the Indian community in school affairs. The Great Lakes Inter-Tribal Council, Inc., Education Committee, and the local Indian Education Committees are actively engaged at local and State levels of education.

Program Objectives

1. To secure for Indian children the educational opportunities and learning environment necessary to fulfill their educational needs.

2. To promote understanding and improve relationships between the school, home, and community.

3. To cooperate in developing and supporting inservice training for teachers of Indian children.

4. To provide financial assistance to local school districts for implementation of programs, services and activities jointly planned and mutually approved by the school and Indian community.

WISCONSIN

Fiscal Year	Contract Amount	No. Students
1948	$ 61,000	745
1949	216,085	1,220
1950	225,000	1,355
1951	225,000	1,354
1952	225,000	1,370
1953	240,000	1,173
1954	230,000	1,208
1955	230,000	1,300
1956	280,000	1,340
1957	284,000	1,351
1958	336,600	1,325
1959	80,000	480
1960	223,642	1,379
1961	215,164	1,381
1962	82,000	979
1963	101,086	1,026
1964	125,000	1,048
1965	125,000	1,020
1966	140,000	1,009
1967	152,946	1,071
1968	180,000	1,183
1969	230,795	1,249
1970	326,500	1,269
1971	425,000	1,315
1972	372,000	1,484

WYOMING

The Johnson-O'Malley Program was operated by contracts with districts until 1961. In 1962, the Bureau of Indian Affairs contracted with the Wyoming State Department of Education to supervise the Johnson-O'Malley Program for a five-year period. The agreement lapsed in 1967 and the Bureau returned to the procedure of contracting with local districts until 1969.

The State Department of Education signed an agreement to supervise the Johnson-O'Malley activities in Wyoming beginning with the 1969-70 school year. This contract was for $45,000.

The State Department of Education and the University of Wyoming jointly sponsored an Indian Education Workshop August 18-29, 1969. The workshop was attended by teachers of Indian children, teacher aides, and school administrators.

In Fiscal Year 1970, the Indian Education Department sponsored summer school programs in five school districts: Lander Valley High School; Riverton High School; Mill Creek Elementary School; Fort Washakie Elementary School; and Arapahoe Elementary School.

Objectives of the Wyoming State Plan

1. Improve relationships between school and community.
2. Reduce dropouts, especially at the ninth-grade level.
3. Improve school attendance.
4. Assist in providing education resource material particularly suited to Indian youth.
5. Help teachers gain a better understanding of Indian values.

In 1972, Johnson-O'Malley supported special services for Indian students was extended to service an enrollment of approximately 1,000.

WYOMING
(Including District Contracts)

Fiscal Year	Contract Amount	No. Students
1951	$16,750	--
1952	20,790	--
1953	18,581	--
1954	15,000	--
1955	10,550	--
1956	15,449	--
1957	15,500	--
1958	29,000	--
1959	40,900	--
1960	18,000	--
1961	18,000	--
1962	29,550	--
1963	26,050	--
1964	22,045	35
1965	15,500	31
1966	14,300	30
1967	14,248	25
1968	12,525	20
1969	20,000	42
1970	70,000	217
1971	100,000	982
1972	118,750	1,484

JOHNSON-O'MALLEY PROGRAM CONTRACTS

WITH

SCHOOL DISTRICTS

COLORADO

The Albuquerque Area Office has Johnson-O'Malley contracts with two public school districts in Colorado: Montezuma-Cortez Re-1 in Cortez; and Ignacio School District Jt 11 in Ignacio.

The first contract, dated 1954, was for $32,100. The contracts have been renewed annually. Since 1968, Indian involvement has been encouraged and active in planning Johnson-O'Malley Programs.

The 1970-71 Johnson-O'Malley contract for both districts was $325,000. The 1971-72 contract is $276,081 to service the special needs of 907 Indian students in the two districts.

Johnson-O'Malley funds support parental cost items and the following special programs:

1. Kindergartens
2. Cultural Recognition Programs
3. Extended Instruction (tutors)
4. Special Reading Classes
5. Counseling Services
6. Family-School Liaison Personnel
7. Special Transportation for Extracurricular Activities
8. Teacher Aides
9. Inservice Training for Staff

COLORADO
(District Contracts)

Fiscal Year	Contract Amount	No. Students
1954	$ 32,100	-
1955	32,100	-
1956	64,100	-
1957	161,900	-
1958	142,949	-
1959	80,420	-
1960	71,351	-
1961	65,498	-
1962	75,221	-
1963	95,815	-
1964	112,642	-
1965	101,394	-
1966	100,400	456
1967	134,385	508
1968	165,639	707
1969	165,639	655
1970	235,270	733
1971	235,270	823
1972	276,081	866

FLORIDA

Johnson-O'Malley funds have been used to increase the coordination between the school and the parents for education of the Seminole students. A full-time Education Coordinator began work the middle of April, 1972. Contacts with the various schools exposed a need for tutorial services which have been set up on the Hollywood Reservation (Broward County). These tutorial services hopefully can also be extended to Collier, Glades, and Hendry counties in the coming fiscal year.

A permanent art room is being set up on the Hollywood Reservation for the use of Seminole students. A Seminole adult will be in charge of the art room. Offerings will be in ceramics, leathercraft, drawing, painting, and crafts. It is planned that the director of this project will help set up similar art rooms on the Big Cypress and Brighton Reservations.

A tape recorder synchronized with a slide projector has been purchased with the purpose in mind of preparing programs about Indian culture and history to be presented at public schools in the four counties. This is an attempt to better acquaint the non-Indian with the richness and fullness of the Seminole culture. This should promote a better understanding of the Seminole students.

UPDATED STATISTICAL REPORT FY 1972

Fiscal Year	Amount	No. Students
1972	$10,000	215

FLORIDA
(District Contracts)

Fiscal Year	Contract Amount	No. Students
1960	$4,500	Below 50
1961-66	-----	---
1967	15,200	231
1968	10,328	219
1969	14,600	230
1970	28,000	216
1971	25,000	210
1972	10,000	215

IOWA

The Bureau of Indian Affairs does not contract with the State of Iowa for the education of Indian children, but with the South Tama School District for the education of the Sac and Fox Indian children. In 1951, the agreement was for the sum of approximately $8,000. In 1972, the contract is for $143,000 involving 186 Indian children.

Starting in 1969-70, the South Tama School District has operated the Sac and Fox Day School. This is a school on the Settlement which houses Grades 1-4. There were 53 Indian children in attendance during the 1969-70 school year.

Johnson-O'Malley funds provided an opportunity for children from the Settlement to attend school in the South Tama County School District in grade kindergarten and grades 5 through 12.

The district has established a social studies curriculum interwoven with minority-group culture, social values, etc.

During the present school year 1971-72, there are 57 Indian children enrolled at the Settlement school. Three Indian women are serving as teacher aides at the Settlement school in addition to an Indian Home-School Coordinator serving all eligible students. The Sac and Fox Tribal Council recently planned and conducted a general tribal meeting concerning educational needs of the community. Public school administrators participated an panelists.

The Tribal Council has become actively involved in preparing the Johnson-O'Malley budget each year. The 1972-73 contract is expected to serve the special needs of approximately 190 Sac and Fox Indian children.

IOWA

FISCAL YEAR	CONTRACT AMOUNT	NO. STUDENTS
1951	$ 7,875	-
1952	8,376	-
1953	9,984	-
1954	14,200	-
1955	17,000	-
1956	19,000	-
1957	20,700	-
1958	20,000	-
1959	13,000	-
1960	14,000	-
1961	19,455	-
1962	29,118	-
1963	26,379	-
1964	32,959	-
1965	32,000	70
1966	36,363	77
1967	40,000	112
1968	50,000	116
1969	78,975	167
1970	113,000	152
1971	135,000	203
1972	143,000	213

KANSAS

In the State of Kansas, the Bureau contracts with two counties to educate Indian children -- Brown and Jackson. In 1951, the Johnson-O'Malley contracts was approximately $13,000. The 1969-70 contract was for $48,000, involving two counties and 146 Indian children. Funds were expended for special programs to improve the educational opportunities for Indian children attending the public schools in the two Kansas counties.

The 1971 contracts amount totals $47,500 to be expended for special programs for approximately 190 Indian youngsters.

KANSAS
(District Contracts)

Fiscal Year	Contract Amount	No. Students
1951	$ 13,612	-
1952	14,862	-
1953	15,000	-
1954	15,175	-
1955	12,600	-
1956	13,570	-
1957	15,000	-
1958	20,000	-
1959	20,000	-
1960	15,000	-
1961	8,800	-
1962	20,000	-
1963	20,000	-
1964	12,300	-
1965	11,300	-
1966	11,300	52
1967	12,000	96
1968	21,000	91
1969	21,763	128
1970	48,000	134
1971	47,500	146
1972	55,000	195

MISSISSIPPI

On September 13, 1967, 19 students from the Hogue Homo Day School were enrolled in the Sandersville Public School of Jones County, Mississippi. The remaining three students from Bogue Homo enrolled at two other Mississippi public schools.

A Johnson-O'Malley contract for supplemental funds needed to educate the Indian children at Sandersville was negotiated and an amount of $5,500 was made available to the district. The Choctaw Indian Agency staff, with some assistance from the Muskogee Area Office, spent considerable time with Indian parents and public school officials in preparing for the Bogue Homo transition.

The Johnson-O'Malley Program continues to provide assistance each year to the Sandersville Public School. Funds are used to meet the special needs of the Indian children enrolled in the school. The 1971 program will reflect a budget of $10,000 to provide for special services to approximately 50 Indian students.

MISSISSIPPI

Fiscal Year	Contract Amount	No. Students
1968	$4,500	20
1969	4,500	15
1970	5,250	19
1971	10,000	21
1972	10,000	23

OREGON

The State of Oregon joined the Johnson-O'Malley family of States in the fall of 1971, (FY-1972) with four contracts totaling $48,500. These contracts provided for tutoring services, teacher aides, home-school coordinators, and training for JOM Parent Committees.

Johnson-O'Malley funds were allocated by the Portland Area Office to the Warm Springs and Umatilla Agencies, who in turn contracted with four school districts, providing special services to an Indian enrollment of 967.

All contracts were aimed at reducing the dropout rate of Indian students and decreasing the need for seeking boarding school enrollment.

OREGON

Fiscal Year	Contract Amount	No. Students
1972	$48,500	800

UTAH

The Utah Johnson-O'Malley Program is operated by agreements made with individual school districts. In 1970, a contract for $11,223 was entered into with the Tooele County School District to educate 16 Indian children enrolled in that district. Utah Johnson-O'Malley agreements have been in effect since 1951.

UTAH
(District Contracts)

Fiscal Year	Contract Amount	No. Students
1951	$ 26,961	-
1952	27,500	-
1953	39,500	-
1954	39,553	-
1955	39,091	-
1956	58,433	-
1957	37,412	-
1958	48,412	-
1959	34,257	-
1960	25,000	-
1961	20,000	-
1962	15,000	-
1963	10,000	450
1964	5,000	-
1965	-	-
1966	-	-
1967	-	-
1968	-	-
1969	-	-
1970	11,223	16
1971	10,000	25
1972	5,000	30

JOHNSON-O'MALLEY PROGRAM CONTRACTS

FOR

PERIPHERAL DORMITORIES

77

PERIPHERAL DORMITORY PROGRAM

Beginning in 1953, peripheral dormitories were built in towns on or near large Indian reservations--principally Navajo--to provide public school education for Indian students living long distances from public or Bureau schools.

Eight dormitories were built between 1954 and 1959 and are located at:

Flagstaff, Arizona

Snowflake, Arizona

Holbrook, Arizona

Winslow, Arizona

Albuquerque, New Mexico

Aztec, New Mexico

Gallup, New Mexico

Richfield, Utah

The Bureau of Indian Affairs agreed to pay the cost of educating Indian students in the eight bordertown dormitories.

In 1965, the Bureau of Indian Affairs completed a comprehensive study and issued findings in report form relative to the program. The report specifically recognized that the long-range solution lies in the development of the reservation school system. However, it would take years to develop such a system. Problematic areas such as water supply, road construction, school construction, formation of new school districts, and curriculum changes hindered immediate progress. The peripheral dormitory program in these respects appeared to be the most practical and expedient means to serve the educational needs of the Indian students affected.

The peripheral dormitory program has moved ahead according to plan. In 1971, an estimated 2,243 Indian students enrolled in the eight bordertown schools.

A continual evaluation of the program is deemed necessary. Dialogue has been initiated with the States, school districts, and Indian representatives concerning the possible program revision. The Bureau of Indian Affairs will continue to support the present program arrangement until such a time as it is decided that a modification would be in the interest of Indian parents and more specifically, the Indian students participating.

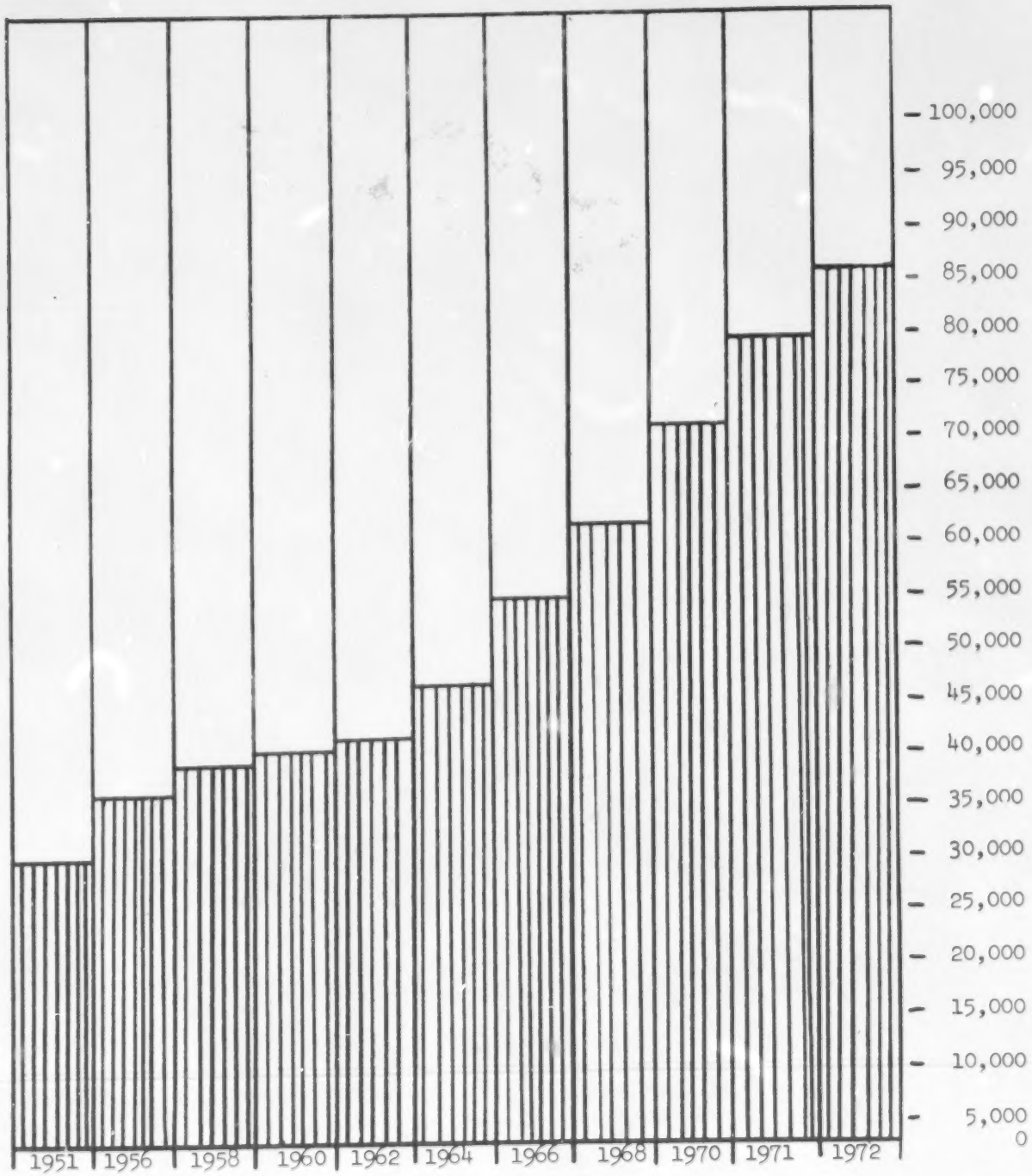
PERIPHERAL DORMITORY CONTRACTS

Fiscal Year	Contract Amount	No. Students
1955	$ 247,140	-
1956	360,981	-
1957	437,819	-
1958	559,695	-
1959	734,133	-
1960	937,668	-
1961	1,070,213	-
1962	1,116,270	-
1963	1,169,681	-
1964	1,275,519	-
1965	1,315,935	-
1966	1,376,223	2,284
1967	1,479,664	2,326
1968	1,510,964	2,220
1969	1,589,766	2,037
1970	1,716,069	2,134
1971	1,782,425	2,106
1972	1,925,000	2,071

APPENDIX

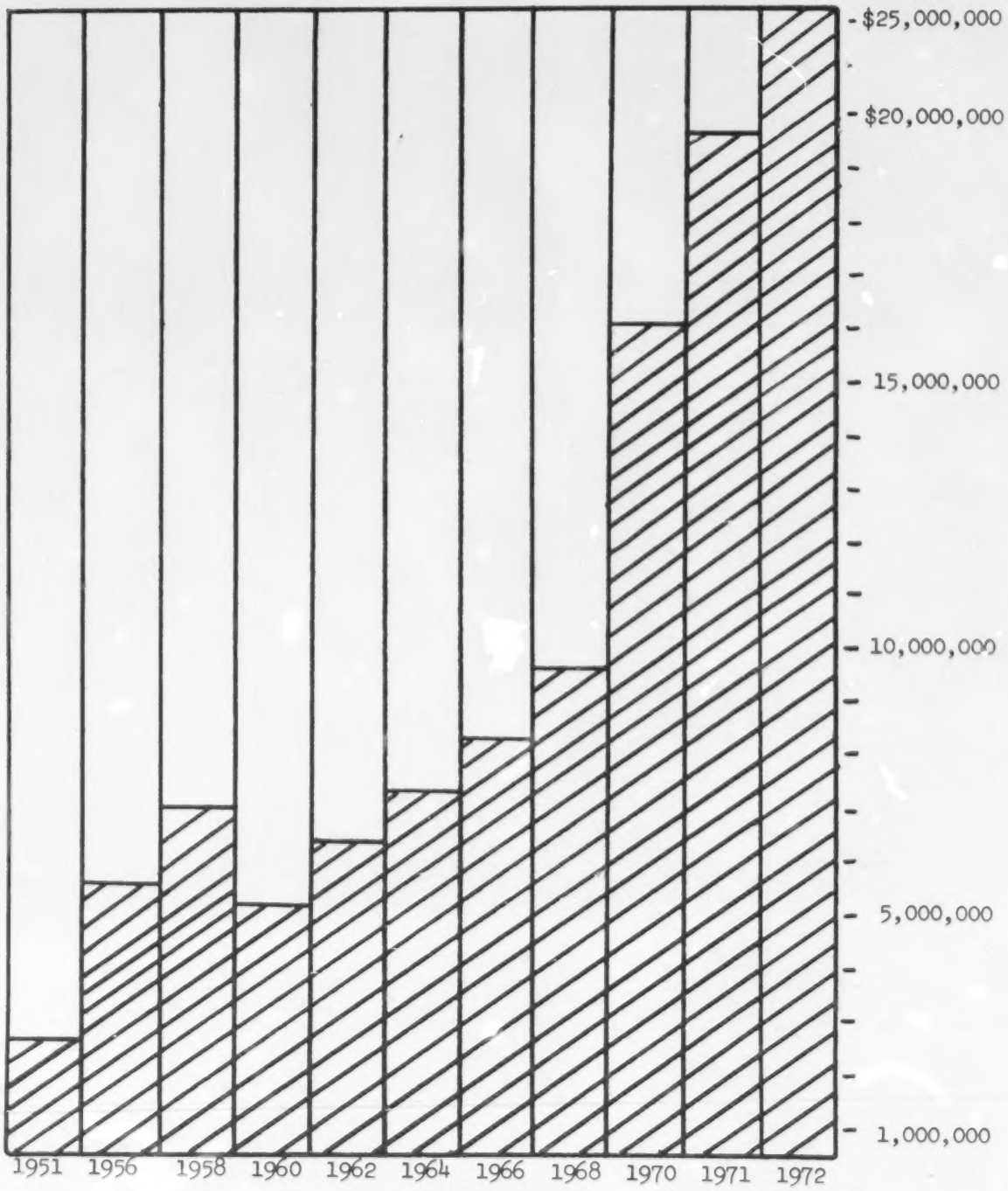
STATISTICAL DATA:

TOTAL JOM SUPPORTED ENROLLMENT



STATISTICAL DATA

TOTAL JOM EXPENDITURES



TOTAL JOHNSON-O'MALLEY EXPENDITURES AND ENROLLMENT

Year	Amount	Number Students
1951	$2,505,933	29,118
1956	5,387,123	36,093
1958	7,055,515	38,810
1960	5,045,910	40,578
1962	6,470,636	42,813
1964	7,424,676	46,742
1966	8,520,727	54,848
1968	9,861,536	62,676
1970	16,392,286	72,065
1971	19,652,000	78,758
1972	22,652,000	86,765

Public Schools Served by Johnson-O'Malley Funds

FY - 1972

Total Number School Districts	437
Total Enrollment	687,153
Indian Enrollment	80,323
Percent Indian Enrollment	11.7%

JOHNSON-O'MALLEY ACT OF APRIL 16, 1934 (48 STAT. 596)
AS AMENDED BY
THE ACT OF JUNE 4, 1936 (49 STAT. 1458)

To amend an Act entitled "An Act authorizing the Secretary of the Interior to arrange with States or Territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes."

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act of April 16, 1934 (48 Stat. 596), entitled "An Act authorizing the Secretary of the Interior to arrange with States or Territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes," be, and the same hereby is amended to read as follows:

"That the Secretary of the Interior be, and hereby is authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any State university, college, or school, or with any appropriate State or private corporation, agency, or institution, for the education, medical attention, agricultural assistance, and social welfare, including relief of distress, of Indians in such State or Territory, through the agencies of the State or Territory or of the corporations and organizations hereinbefore named, and for the education, medical attention, agricultural assistance, and social welfare, including relief of distress of Indians in such State or Territory.

"Sec. 2. That the Secretary of the Interior, in making any contract herein authorized, may permit such contracting party to utilize, for the purposes of this Act, existing school buildings, hospitals, and other facilities, and all equipment therein or appertaining thereto, including livestock and other personal property owned by the Government, under such terms and conditions as may be agreed upon for their use and maintenance.

"Sec. 3. That the Secretary of the Interior is hereby authorized to perform any and all acts and to make such rules and regulations, including minimum standards of service, as may be necessary and proper for the purpose of carrying the provisions of this Act into effect: Provided, that such minimum standards of service are not less than the highest maintained by the States or Territories within which said contract or contracts, as herein provided, are to be effective.

"Sec. 4. That the Secretary of the Interior shall report annually to the Congress any contract or contracts made under the provisions of this Act, and the moneys expended thereunder." (Repealed by P.L. No. 533--86th Congress).

Approved, June 4, 1936

EXCERPTS FROM
PUBLIC LAW 81-874
RELEVANT TO THE PUBLIC SCHOOL EDUCATION OF AMERICAN INDIANS

Section 2. Reduction in local revenue by reason of acquisition of real property by the United States. - A school district may be eligible if (1) the property was acquired by transfer and not by exchange since 1938; (2) the assessed valuation of such property represents 10 percent or more of the assessed valuation of all realty in the district at time or times of transfer; and (3) the acquisition has imposed on the school district a substantial and continuing financial burden.

Maximum entitlement is the product of the current expense tax rate applied to the estimated assessed valuation of the Federal property (exclusive of improvements since transfer date) less the amount of "other Federal payments" (see Deductible Funds) made with respect to the property and available for current expenditure purposes.

Section 3. Education of children who reside on Federal property or reside with a parent employed on Federal property.

Subsection 3(a) applies to children who reside on Federal property with a parent employed on Federal property situation in whole or in part in the same State as the school district or within reasonable commuting distance of the district, or who reside on Federal property with a parent in the uniformed services.

Subsection 3 (b) applies to children who reside on Federal property or reside with a parent employed on Federal property (located as in 3 (a)), and under certain circumstances in the Armed Forces.

A school district may be eligible if the number of section 3 children in ADA is at least 10 and at least 3 percent of the total ADA.3/ The requirement is 6 percent for districts which had an ADA of 35,000 or more in 1957, and which did not qualify for payment on the 3-percent requirement prior to Fiscal Year 1959.

Applicants which do not meet the percentage requirement may be eligible for payment for two consecutive years following a year in which they met the requirement and received payment. The Commissioner may waive the 3-percent condition of eligibility when exceptional circumstances exist which would make the application of such conditions inequitable and defeat the purposes of the Act.

3/ Average daily attendance is determined in accordance with State law and practice. By definition, the term means the aggregate days of attendance at the school in a given school year divided by the number of days the school was actually in session.

Subsection 3(c)(1) specifies the formula for computing maximum entitlement. It is the product derived by multiplying the sum of 3(a) ADA and one-half the 3(b) ADA by the rate of payment (see Local Contribution Rate). From this gross figure the Commissioner deducts any "other Federal payments" actually available for current expenditure purposes.

Subsection 3(c)(4) applies to local educational agencies where 50 percent or more of the children in ADA reside on tax-exempt Federal property.

A school district may be eligible if it meets the ADA requirement and if it is making reasonable tax effort and availing itself of State and other financial aid but is still unable to provide a level of education equivalent to that in comparable communities of the State. The law requires, also, that eligibility of the district for State aid and the amount of such aid for the Federal children be determined on a basis no less favorable than for other children in the State.

Maximum entitlement is the product of the accepted ADA multiplied by the per pupil cost in generally comparable districts, less the amount per pupil available from State, local, and Federal sources, including payments under Title I.

Section 3(f) applies to those situations where the local educational agency has made preparations to provide free public education to a number of section 3 pupils, and that number has been substantially reduced because a decrease in or cessation of Federal activity or by failure of such activity to occur.

Maximum entitlement is the amount which, in the judgment of the Commissioner, the school district would have been entitled to receive except for such decrease or cessation. Any reduction in current expenditures which the Commissioner determines has been made because of change in Federal activity is considered in determining entitlement.

Twenty applicants claimed assistance under subsection 3(f) for Fiscal 1965 The Commissioner determined 10 to be eligible for a total of $123,909 (see table A and table 3).

Subsection 4(a). Sudden and substantial increases in the number of pupils in ADA as a direct result of activities of the United States carried on either directly or through a contractor. - A school district may be eligible for first-year assistance if the increase in the ADA of countable pupils over the prior year represents at least 5 percent of the non-Federal ADA of that year. "Countable" pupils may include the increase in section 3 ADA over the preceding year if the applicant so elects. Other conditions of eligibility are reasonable tax effort, diligence of the district in

availing itself of State and other financial aid, inability to secure sufficient funds to meet additional costs involved, and a showing of substantial and continuing financial burden caused by the Federal activities.

Maximum entitlement is the product of the accepted ADA and the per pupil cost in generally comparable districts less the amount per pupil from State, local, and Federal sources, exclusive of payments under this Act and local source funds needed for the education of other children.

Any district which received first-year assistance in 1964 was potentially eligible in 1965 for second-year assistance. Maximum entitlement is limited to 50 percent of the prior year 4(a) entitlement.

Section 6. Arrangements for the education of certain children residing on Federal property. - The Commissioner must make arrangements to provide free public education for children who reside on Federal property when--

1. No tax revenue of the State or any political subdivision may be spent for such purposes; or

2. It is the judgment of the Commissioner, after consulting with the appropriate State educational agency, that no local educational agency is able to provide suitable free public education for such children.

He may make these arrangements only with local educational agencies or Federal agencies.

To the maximum extent practicable, entitlement is limited to an amount per pupil not to exceed the per pupil cost in comparable communities in the same State (or the District of Columbia in certain situations.)

Section 302. Transfer of funds to Federal agencies for services which they provide. - Federal agencies may provide custodial, transportation, or maintenance services for children residing on Federal property and attending a school district which, because of State law or other factors, is unable to reimburse the Federal agency. In such instances the Commissioner may authorize transfer of funds to the Federal agencies to cover the cost of services provided.

The same amount is deducted from the section 3 entitlement of the district receiving the services. The maximum amount transferred is the actual cost of such services for the year.

Local Contribution Rate

The local contribution rate is the rate of Federal payment per subsection 3(a) pupil in ADA. Subsection 3(d) specifies the formula for its computation. In principle, it approximates the current expenditures per pupil from local revenue sources in "generally comparable" school districts in the same State as the applicant. The Commissioner establishes criteria of comparability, and offers to State and local educational agencies two methods of determining comparable districts: (1) selection of individual districts and (2) State grouping of like districts. It is the policy of the Commissioner to request initial recommendations of comparable districts from State and local authorities.

The local contribution rate for use within the United States is the current expenditure per pupil made from all local source revenues in the second preceding year in generally comparable school districts. The law has established two minimums, however: the rate may not be less than the greater of (1) one-half the national average per pupil cost in the 50 States and the District of Columbia in the same year. Item (2) may not exceed the State per capita cost for such year.

Subsection 3 (d) contains special provision for an increase in the local contribution rate for an applicant district because of increase in expenditures due to unusual geographic factors not affecting the comparable districts.

For any local educational agency in Puerto Rico, Wake Island, Guam, American Samoa, the Virgin Islands, or in a State in which a substantial portion of the land is in unorganized territory for which the State agency is the local educational agency or in a State in which there is only one local educational agency, the local contribution rate for any fiscal year is determined by the Commissioner in accordance with policies and principles approximating those used for determinign the local contribution rate in other States.

The per capita cost used in computing entitlement under subsections 3(c)(4) and 4(a) is the per capita cost of the comparable districts accepted for local contribution rate purposes.

The law limits deductions under section 2 to payments made with respect to the property for which assistance is claimed under this section.

JOHNSON-O'MALLEY STUDENT STATISTICAL SUMMARY REPORT

For Fiscal Years 1966-67, 1967-68, 1968-69, 1969-70, 1970-71, and 1971-72

State	Fiscal Year	Total		Graduates		Total Dropouts
		Enrollment	Completions	Elementary	High School	
Alaska	1966-67	1,428	1,383	129	27	51
	1967-68	1,349	1,349	105	26	0
	1968-69	1,942	1,887	152	81	55
	1969-70	2,851	2,673	159	179	182
	1970-71	4,017	3,685	359	376	198
	1971-72	4,532	4,292	510	589	240
Arizona	1966-67	11,976	11,484	831	375	492
	1967-68	12,765	12,169	993	434	573
	1968-69	13,605	13,111	936	523	494
	1969-70	14,322	12,796	974	490	814
	1970-71	16,366	14,774	980	542	840
	1971-72	17,613	16,166	1,117	586	1,258
Colorado	1966-67	508	497	39	23	11
	1967-68	707	694	40	32	29
	1968-69	655	626	31	23	29
	1969-70	733	639	57	20	25
	1970-71	823	736	55	28	12
	1971-72	866	781	67	22	11
Florida	1966-67	231	221	20	9	10
	1967-68	219	217	14	7	2
	1968-69	230	220	16	8	10
	1969-70	216	208	16	3	8
	1970-71	210	200	6	9	10
	1971-72	215	205	4	5	9
Idaho	1966-67	1,439	1,261	108	44	178
	1967-68	1,492	1,432	94	34	51
	1968-69	1,471	1,410	141	66	61
	1969-70	1,496	1,444	103	77	52
	1970-71	1,636	1,577	110	54	59
	1971-72	1,636	1,388	113	47	121
Iowa	1966-67	112	103	12	2	9
	1967-68	116	112	10	11	4
	1968-69	167	166	12	9	1
	1969-70	152	146	10	8	2
	1970-71	203	193	18	8	5
	1971-72	213	197	22	7	3
Kansas	1966-67	96	91	12	10	5
	1967-68	91	81	6	3	4
	1968-69	128	124	10	4	4
	1969-70	134	129	9	4	5
	1970-71	146	144	10	9	2
	1971-72	195	190	16	9	2

State	Fiscal Year	Total		Graduates		Total Dropouts
		Enrollment	Completions	Elementary	High School	
Minnesota	1966-67	2,487	2,294	146	68	154
	1967-68	2,577	2,385	140	92	147
	1968-69	2,634	2,523	213	74	111
	1969-70	2,680	2,597	211	94	83
	1970-71	2,861	2,763	204	95	-
	1971-72	3,042	2,661	219	103	66
Mississippi	1967-68	20	20	-	-	-
	1968-69	15	15	-	-	-
	1969-70	19	14	-	-	-
	1970-71	21	15	-	-	-
	1971-72	23	23	-	1	-
Montana	1966-67	2,204	2,088	131	60	116
	1967-68	2,300	2,227	150	47	73
	1968-69	3,191	3,088	234	107	103
	1969-70	4,287	3,833	275	83	132
	1970-71	5,418	4,875	633	220	226
	1971-72	6,892	6,094	457	269	225
Nebraska	1966-67	692	642	58	18	50
	1967-68	675	626	40	18	49
	1968-69	674	603	30	15	71
	1969-70	741	706	50	17	35
	1970-71	681	659	26	15	22
	1971-72	421	386	24	23	15
Nevada	1966-67	1,211	1,191	76	61	20
	1967-68	1,535	1,412	96	53	41
	1968-69	1,669	1,552	128	56	37
	1969-70	1,593	1,444	98	59	40
	1970-71	1,540	1,505	95	48	35
	1971-72	1,598	1,490	112	53	39
New Mexico	1966-67	10,688	10,035	726	346	653
	1967-68	11,320	10,381	781	382	939
	1968-69	12,204	11,565	871	428	639
	1969-70	12,620	11,774	1,004	519	846
	1970-71	17,878	16,158	1,193	563	911
	1971-72	18,898	17,229	1,286	735	883
North Dakota	1966-67	1,505	1,435	111	54	63
	1967-68	1,553	1,370	94	35	81
	1968-69	1,479	1,414	92	42	65
	1969-70	1,639	1,481	107	70	49
	1970-71	1,662	1,620	123	67	42
	1971-72	1,651	1,813	108	64	32

State	Fiscal Year	Total		Graduates		Total Dropouts
		Enrollment	Completions	Elementary	High School	
Oklahoma	1966-67	12,790	12,332	1,184	655	458
	1967-68	14,584	13,123	1,115	660	419
	1968-69	15,894	13,894	1,232	604	504
	1969-70	16,081	14,592	1,361	658	574
	1970-71	15,622	14,622	3,239	710	521
	1971-72	12,735	11,832	954	544	331
South Dakota	1966-67	3,937	3,708	248	80	147
	1967-68	4,187	3,890	254	94	215
	1968-69	3,911	3,749	260	114	162
	1969-70	4,058	3,800	335	102	258
	1970-71	-	-	-		
	1971-72	5,355	4,818	367	121	249
Washington	1966-67	3,020	2,880	235	90	140
	1967-68	3,763	3,736	264	144	41
	1968-69	3,957	3,894	291	138	63
	1969-70	4,823	4,737	387	167	86
	1970-71	4,965	4,840	413	193	42
	1971-72	5,480	5,207	606	344	83
Wisconsin	1966-67	789	759	71	38	30
	1967-68	1,183	1,077	83	50	46
	1968-69	1,249	1,136	103	46	33
	1969-70	1,269	1,187	89	55	31
	1970-71	1,315	1,385	107	36	30
	1971-72	1,484	1,383	113	58	23
Wyoming	1966-67	25	20	4	0	5
	1967-68	20	20	3	0	0
	1968-69	42	42	5	0	0
	1969-70	217	203	14	0	0
	1970-71	982	948	73	36	34
	1971-72	1,045	887	93	33	34
Oregon	1970-71	-	-	-	-	-
	1971-72	800	790	27	-	-
Peripheral Dormitories						
Arizona)	1966-67	2,326	-	-	-	-
New Mexico)	1967-68	2,220	2,097	183	210	123
Utah)	1968-69	2,037	1,915	198	202	122
	1969-70	2,134	1,855	144	219	76
	1970-71	2,106	1,790	112	180	167
	1971-72	2,071	1,806	251	265	93
Totals	1966-67	57,464	43,424	4,141	1,960	2,592
	1967-68	62,676	58,418	4,465	2,332	2,820
	1968-69	66,542	62,934	4,955	2,540	2,564
	1969-70	72,065	66,258	5,403	2,824	3,298
	1970-71	78,758	72,494	7,756	2,626	3,156
	1971-72	86,765	78,751	6,466	3,878	3,717

SCHOOL DISTRICT ANALYSIS 1971-1972

	Total School Districts	Number of Schools over 50% Indian	Number of Schools under 50% Indian
ABERDEEN			
Nebraska	5	3	2
N. Dakota	11	2	9
S. Dakota	20	3	17
ALBUQUERQUE			
Colorado	2	0	2
New Mexico	20	4	16
ANADARKO			
Kansas	5	0	5
BILLINGS			
Montana	46	22	24
Wyoming	6	3	3
JUNEAU			
Alaska	6	3	3
MINNEAPOLIS			
Minnesota	25	3	22
Wisconsin	19	1	18
Iowa	1	0	1
Michigan			
MUSKOGEE			
Oklahoma	132	13	119
Mississippi	1	0	1
NAVAJO			
New Mexico			
Peripheral			
PHOENIX			
Arizona	48	20	28
Nevada	12	0	12
Utah	1	1	0
PORTLAND			
Idaho	14	0	14
Washington	36	6	30
Oregon	2	0	2
SACRAMENTO			
California	12	1	11
SEMINOLE			
Florida	13	0	13
TOTALS:	437	85 (19%)	352 (81%)

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